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ABSTRACT

This planning grid for teaching visual arts in grade 2 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create work of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, time, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains several subsections and provides performance indicators. (BT)

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ED 464 001

Delaware Department of Education

# Unit Planning Grids for Visual Arts - Grade 2

**Delaware Department of Education**
**John G. Townsend Building**
**401 Federal Street**
**P.O. Box 1402**
**Dover, DE 19903**

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SO 033 713

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# VISUAL ARTS UNIT PLANNING - GRADE 2

**Standard 1: Students will select and use form, media, techniques, and processes to create works of art and communicate meaning**

A. Students will know that different kinds of media, techniques, and processes are used to create works of art;

B. Students will understand that various media, techniques, and processes create different effects in works of art;

C. Students will experiment with and use a variety of two-dimensional and three dimensional media, techniques, and processes to develop manipulative skills;

D. Students will employ a variety of two-dimensional and three-dimensional media, techniques, and processes to communicate ideas, experiences, and stories in works of art; and

E. Students will use media and tools in a safe and responsible manner.

| PERFORMANCE INDICATORS | | UNIT NUMBERS | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 2.601 | identify and name simple art tools, technologies, and materials. | | | | | | | | | | | | | | | | | | |
| 2.602 | identify and name basic art techniques and processes including, but not limited to: | | | | | | | | | | | | | | | | | | |
| | 1. painting, | | | | | | | | | | | | | | | | | | |
| | 2. drawing, | | | | | | | | | | | | | | | | | | |
| | 3. sculpting/forming, | | | | | | | | | | | | | | | | | | |
| | 4. cutting, | | | | | | | | | | | | | | | | | | |
| | 5. gluing/fastening, | | | | | | | | | | | | | | | | | | |
| | 6. printing, | | | | | | | | | | | | | | | | | | |
| | 7. weaving, and | | | | | | | | | | | | | | | | | | |
| | 8. textile design. | | | | | | | | | | | | | | | | | | |
| 2.603 | demonstrate that various tools, technologies, and materials produce different effects. | | | | | | | | | | | | | | | | | | |
| 2.604 | show the relationships between effects of tools, technologies, and materials and corresponding techniques and processes. | | | | | | | | | | | | | | | | | | |



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| 2.605 | develop manipulative skills using a variety of art tools, technologies, and materials to create images. Categories of tools, technologies, and materials must include, but not be limited to: | | | | | | | | | | | | | | | | | | | |
| | 1. scissors, | | | | | | | | | | | | | | | | | | | |
| | 2. adhesives, | | | | | | | | | | | | | | | | | | | |
| | 3. markers (water-based), | | | | | | | | | | | | | | | | | | | |
| | 4. paint (tempera, watercolor), | | | | | | | | | | | | | | | | | | | |
| | 5. brushes (large, medium, small), | | | | | | | | | | | | | | | | | | | |
| | 6. pencils (graphite and colored), | | | | | | | | | | | | | | | | | | | |
| | 7. crayons, | | | | | | | | | | | | | | | | | | | |
| | 8. modeling compound(s), | | | | | | | | | | | | | | | | | | | |
| | 9. papers (multiple sizes, weights, and textures), | | | | | | | | | | | | | | | | | | | |
| | 10. fibers (yarn, string, cloth), | | | | | | | | | | | | | | | | | | | |
| | 11. chalk, pastels, and/or oil pastels, | | | | | | | | | | | | | | | | | | | |
| | 12. rulers and straight edges, | | | | | | | | | | | | | | | | | | | |
| | 13. staplers, | | | | | | | | | | | | | | | | | | | |
| | 14. templates, | | | | | | | | | | | | | | | | | | | |
| | 15. needles, and | | | | | | | | | | | | | | | | | | | |
| | 16. hole punch. | | | | | | | | | | | | | | | | | | | |
| 2.606 | practice combinations of techniques and processes to achieve different effects. | | | | | | | | | | | | | | | | | | | |
| 2.607 | employ a variety of two-dimensional and three-dimensional media, techniques, technologies, and processes to communicate ideas, experiences, and stories. | | | | | | | | | | | | | | | | | | | |
| 2.608 | solve visual arts problems by creating computer generated works of art. | | | | | | | | | | | | | | | | | | | |
| 2.609 | use media and tools in a safe and responsible manner. | | | | | | | | | | | | | | | | | | | |

# VISUAL ARTS UNIT PLANNING - GRADE 2

**Standard 2: Students will create ways to use visual, spatial, and temporal concepts in creating works of art.**

A. Students will recognize, name, and apply the visual components of art and design (line, color, value, shape and form, space, and texture);

B. Students will recognize, name, and apply the organizational components of art and design (balance, unity, contrast, pattern, emphasis, movement, and rhythm);

C. Students will understand that creating works of art involves the development of ideas across time; and

D. Select and apply knowledge of the visual and organizational components, sensory and expressive qualities, and purposes of art and design in order to convey ideas in their own work.

| | | UNIT NUMBERS | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **PERFORMANCE INDICATORS** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** |
| 2.610 | classify primary and secondary colors and understand that they are the six colors of the rainbow (spectrum) which are organized on a tool called a color wheel. | | | | | | | | | | | | | | | | | | |
| 2.611 | identify light and dark variations of a given color (monochromatic). | | | | | | | | | | | | | | | | | | |
| 2.612 | recognize, identify, and name warm and cool colors. | | | | | | | | | | | | | | | | | | |
| 2.613 | Perceive and differentiate types of line in natural and man-made environments and in works of art. | | | | | | | | | | | | | | | | | | |
| 2.614 | understand the rhythmic qualities of line which suggest sound and movement (e.g., rapid, slow, up, down, wavy, looping, zigzag, jagged). | | | | | | | | | | | | | | | | | | |
| 2.615 | distinguish between two-dimensional shapes and three-dimensional forms. | | | | | | | | | | | | | | | | | | |
| 2.616 | recognize two-dimensional shapes which underlie three-dimensional forms. | | | | | | | | | | | | | | | | | | |
| 2.617 | identify three-dimensional forms which have height, width, and length. | | | | | | | | | | | | | | | | | | |
| 2.618 | identify basic geometric forms with curved or straight edges that in sculptural works of art. | | | | | | | | | | | | | | | | | | |
| 2.619 | use people and objects in different positions rather than in a straight line. | | | | | | | | | | | | | | | | | | |



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| 2.620 | recognize that overlapping is a way to arrange some things in front of or behind others. | | | | | | | | | | | | | | | | | | | |
| 2.621 | use gradations of size to show distance of people or objects. | | | | | | | | | | | | | | | | | | | |
| 2.622 | differentiate between visual (implied, seen) and tactile (real, felt) textures in the environment and works of art and design. | | | | | | | | | | | | | | | | | | | |
| 2.623 | recognize that tools, media, and technologies may be used to create illusions of texture. | | | | | | | | | | | | | | | | | | | |
| 2.624 | employ visual contrast in shape (large among small), color (bright next to dull), line (thick next to thin), and texture (rough next to smooth). | | | | | | | | | | | | | | | | | | | |
| 2.625 | recognize that shapes may be altered by color, value, size, and texture. | | | | | | | | | | | | | | | | | | | |
| 2.626 | use lines, shapes, colors, and textures to create a pattern. | | | | | | | | | | | | | | | | | | | |
| 2.627 | perceive and differentiate planned (repeated) and random (irregular) patterns in the environment and works of art. | | | | | | | | | | | | | | | | | | | |
| 2.628 | identify symmetrical (formal) and asymmetrical (informal) balance. | | | | | | | | | | | | | | | | | | | |
| 2.629 | recognize that shape can be used to show direction. | | | | | | | | | | | | | | | | | | | |
| 2.630 | understand that creating works of art involves the development of ideas over time. | | | | | | | | | | | | | | | | | | | |
| 2-631 | understand that creating works of art involves the development of ideas over time. | | | | | | | | | | | | | | | | | | | |
| 2.632 | select and apply knowledge of the visual and organizational components, sensory and expressive qualities, and purposes of art and design in order to convey ideas in their own works. | | | | | | | | | | | | | | | | | | | |

# VISUAL ARTS UNIT PLANNING - GRADE 2

**Standard 3: Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.**

A. Students will explore and understand possible sources of subjects and ideas for creating works of art; and

B. Students will select and use subjects, symbols, and ideas to communicate meaning in works of art.

| PERFORMANCE INDICATORS | | UNIT NUMBERS | | | | | | | | | | | | | | | | | |
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| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 2.633 | consider actual personal experiences, imagination, and emotions as possible sources for content to make representational and nonrepresentational images | | | | | | | | | | | | | | | | | | |
| 2.634 | use actual personal experiences, imagination, and emotions as sources for content to make representational and nonrepresentational images. | | | | | | | | | | | | | | | | | | |

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# VISUAL ARTS UNIT PLANNING - GRADE 2

**Standard 4:** **Students will understand the visual arts in relation to diverse cultures, times, and places.**

A. Students will recognize how the visual arts are used as a daily part f life;

B. Students will recognize that the visual arts have a history;

C. Students will understand that characteristics of works of art identify them as belonging to particular cultures, times, and places;

D. Students will know how cultures, times, and places influence the visual arts; and

E. Students will understand differences in purpose and distinguish between functional and nonfunctional works of art and design in various cultures, times, and places.

| PERFORMANCE INDICATORS | | UNIT NUMBERS | | | | | | | | | | | | | | | | | |
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| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 2.635 | name various roles of the visual arts that are a part of daily life. | | | | | | | | | | | | | | | | | | |
| 2.636 | recognize that the history of the visual arts spans all cultures, times, and places. | | | | | | | | | | | | | | | | | | |
| 2.637 | compare the characteristics of works of art from diverse cultures, times, and places. | | | | | | | | | | | | | | | | | | |
| 2.638 | recognize the influences of the visual arts in their own cultures. | | | | | | | | | | | | | | | | | | |
| 2.639 | identify and name functional and nonfunctional works of art from various cultures, times, and places. | | | | | | | | | | | | | | | | | | |

# VISUAL ARTS UNIT PLANNING - GRADE 2

**Standard 5:** **Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.**

A. Students will understand that the visual arts are forms of communication for the expression of ideas, actions, and emotions;

B. Students will understand an apply visual arts vocabulary when observing and describing works of art;

C. Students will recognize and explore various purposes for creating works of art;

D. Students will describe how individual experiences influence the creation of specific works of art; and

E. Students will examines characteristics of works of art that evoke various responses from viewers.

| PERFORMANCE INDICATORS | | UNIT NUMBERS | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 2.640 | understand that the visual arts communicate and express ideas, actions, and emotions. | | | | | | | | | | | | | | | | | | |
| 2.641 | choose and apply visual arts vocabulary when observing and describing works of art. | | | | | | | | | | | | | | | | | | |
| 2.642 | understand that aesthetics and ways visual arts are described and valued differ across cultures, times, and places. | | | | | | | | | | | | | | | | | | |
| 2.643 | name various purposes for which works of art are created. | | | | | | | | | | | | | | | | | | |
| 2.644 | recognize how individual experiences are used in the creation of specific works of art. | | | | | | | | | | | | | | | | | | |
| 2.645 | examine characteristics of works of art that evoke various responses from viewers. | | | | | | | | | | | | | | | | | | |

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# VISUAL ARTS UNIT PLANNING - GRADE 2

**Standard 6: Students will understand the visual arts in relation to other disciplines.**

A. Students will recognize similarities between characteristics of the visual arts and other arts disciplines;

B. Students will recognize relationships between the characteristics of the visual arts and other disciplines in the curriculum; and

C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work forces and improves the quality of everyday life.

| PERFORMANCE INDICATORS | | UNIT NUMBERS | | | | | | | | | | | | | | | | | |
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| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 2.646 | identify and name the basic characteristics of each of the four art forms. | | | | | | | | | | | | | | | | | | |
| 2.647 | identify the relationships between the characteristics of the visual arts and other disciplines in the curriculum. | | | | | | | | | | | | | | | | | | |
| 2.648 | recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life. | | | | | | | | | | | | | | | | | | |

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